Frequently Asked Questions (FAQs)
about SPP #7 Preschool Outcomes

DEFINITION: For the purpose of this FAQ sheet, "ECSE" means "Early Childhood Special Education programs and services funded through IDEIA, Part B, section 619."

ENTRANCE	**Who is assessed?** Any child three through five years old entering Early Childhood Special Education (ECSE) for the first time is assessed. Any student with an Individualized Education Program (IEP), even those students who receive their services in settings such as Head Start, child care, home, etc., should be assessed. However, a child who has *no possibility* of receiving six months of service before exiting the program should not be assessed (see next question). Children in kindergarten, developmental kindergarten or Young 5s should ***not*** be assessed. **What about a child who will not receive six months of service before exiting ECSE programs and services?** A child must receive six months of service before receiving an exit assessment. Therefore, if it is known in advance that a child will not receive six months of service, an entry assessment should not be administered. For example, if a child began receiving services less than six months before turning six years old, an entry assessment would not be administered because the child could not receive six months of service before exiting the program at age six. Similarly, if a child began receiving ECSE services with less than six months of service remaining in the school year prior to the fall in which the child enters kindergarten, an entry assessment should not be administered (e.g., service begins in February and ends in June preceding the fall in which the child enters kindergarten). **How soon should a child be assessed after beginning service?** Children ***must*** be assessed within 30 school days of the initiation of service. Note that the requirement is within 30 school days of the ***initiation of service***, not the date of the Individualized Education Program (IEP). Data collection is a "rolling" process; entry data will be collected on children entering ECSE throughout the school year.

ENTRANCE (cont.)	**If a child begins ECSE _before_ turning three, does the 30-day period in which the assessment must be administered begin at their third birthday?** No. Assessment data measures a child's progress from the **beginning** of service (ENTRY) to the end (EXIT). Therefore, a child must be assessed within 30 school days of the initiation of service, even if service begins before three years of age. **What assessment tools do we use?** Each school district submitted an assessment plan which included a tool from the list of seven instruments approved by the Michigan Department of Education. In addition, the _Battelle Screener_ is used universally throughout the State of Michigan for students receiving related services only (formerly called "ancillary services"). Students receiving related services should <u>not</u> be assessed with the _Preschool Child Observational Record_ (COR), the _Creative Curriculum Developmental Continuum_ (CDCC) or the _Assessment, Evaluation, and Programming System_ (AEPS) because these tools rely on frequent observations (daily to weekly) of child progress to determine scores, and itinerant service providers do not see the children often enough to perform a valid observational assessment. However, children receiving related services in settings that regularly use one of the approved assessment tools as part of their program should <u>not</u> receive a second assessment using the _Screener_ (e.g., Head Start programs often use COR or CCDC). The results of the classroom assessment should be used instead. **Who completes the assessment?** Assessments must be completed by personnel who have been adequately trained in the use of the assessment tool(s). In a case where the child has only a service, such as speech therapy, the service provider (speech pathologist) will complete the assessment. Where the child participates only in a program, the program teacher will complete the assessment. Where the child participates in both a program and receives service, the service provider(s) and teacher can cooperatively complete the assessment. **Can an ECSE classroom teacher use the _Battelle Screener_ for students in a classroom setting?** No. The _Battelle Screener_ is limited and was approved for use only with children receiving **related services**. Children in a classroom program must have a more comprehensive assessment administered using one of the seven tools approved by the State of Michigan.

ENTRANCE (cont.)	**Can we use Part C exit data for ECSE Part B entry data?** Yes. Data for a child *exiting* Part C may be used as *entry* data if the child is entering the Part B program. Therefore, only ONE assessment is administered; typically, the *Infant-Toddler Developmental Assessment* (IDA). The data from the 0-3 *exit* assessment is used to fill out the *MI OSEP Child Summary Data Collection Form for 3-5 Year Olds* (green "bubble sheet") and submitted as *entrance* data for Part B. The 0-3 exit assessment and the ECSE entry assessment share the seven-point rating scale. **If a child receiving Part C services is assessed at the end of a program year (e.g., May or June), does the child need to be assessed again in September when transitioning into Part B?** No. It is important that children not be over-assessed. The ECSE teacher who begins service with the child in September should use Part C exit data to fill out the *Michigan OSEP Child Summary Data Collection Form for 3-5 Year Olds* (green "bubble sheet") no later than 30 school days after the initiation of service. Note that Part C reports on the same seven-point scale used for Part B. Also note that Part C operates year-round, so children who are eligible for Part B may receive Part C services through the summer, even though they have had their third birthday, and thus have aged-out of Part C.
EXIT	**Who is assessed on exit?** Exit data is collected on students **who have received services or participated in a program for six months or more.** Children generally exit when transitioning to kindergarten, regardless of age, and must exit ECSE by their sixth birthday. **Is the transition out of Part C and out of Part B age-driven or program-driven?** The transition from Part C to Part B is age-driven, but the transition out of Part B is only *partially* age-driven. Part C children exit at three years of age. Most ECSE/619 children – those <u>not</u> dual-enrolled in kindergarten and ESCE programs – exit when they begin kindergarten, *regardless of age*. However, every child must exit ECSE/619 services by his/her sixth birthday. Keep in mind that in the Single Record Student Database (SRSD), no distinction is made between children in kindergarten, developmental kindergarten, or Young 5s; all are designated as "kindergarten." Note that after October 1, 2008, ECSE data will be tracked in the Student Database System (SDS).

EXIT (cont.)	**Is it necessary for a child to have an ENTRY assessment on file in order to administer an EXIT assessment?** ECSE exit assessment data measures a child's progress between the entry and exit assessments. Therefore, two data points are needed (entry and exit) in order for the exit data to be meaningful. Consequently, if there is _clear_ documentation that a child has _not_ received six months of service prior to exiting ECSE services or that a child did not ever receive an entry assessment, then it is not necessary to administer an exit assessment. However, if there is _even the possibility_ that the child received an entry assessment at another location in the State of Michigan, then an exit assessment should be administered. It is possible, for example, for a child to have received an entry assessment at another location in Michigan but a copy of the entry assessment form was not filed in the child's CA-60 or forwarded to a subsequent location at which the child received additional ECSE services. If an exit assessment were administered to this child, the exit data would eventually "catch up" with the entry data via data record matching and through MICIS. **Do children need to be in the _same_ program for six months in order to be included in a data collection?** No. Six months refers to time in service. **Does a child's time in service need to be consecutive?** Six months of service generally means six months of _consecutive_ service. However, if service is interrupted for a relatively short period (e.g., the child's family moves) but is resumed at a different location in the state, and the child receives additional service that, when added to the initial service received, adds up to six or more months, the "six months of consecutive service" requirement is satisfied. **What if a child receives four months of services in Part C and/or Michigan Special Education for 0-3 year-old children, and then moves into Part B? Does this count as six-months of service?** OSEP data requirements for Part C and Part B are independent. The four months of service in Part C would not be included as part of the count for Part B. The Part B clock starts when the child enters Part B.

EXIT (cont.)	**What is the timeline for exit data to be collected?** Collect exit data within 30 school days of the child exiting the program, regardless of the reason for exiting the program. Note that children do not exit only at the end of a school year. A child must exit ECSE funding before turning six, even if the birthday falls within the school year. **If a child's birthday falls during the summer, when should the exit assessment be administered?** Complete the exit assessment within a 30-day period prior to the end of ECSE services preceding the summer in which the sixth birthday falls. For example, if a child's ECSE Services ended on June 1 preceding the summer in which the child turns six, then June 1 would be considered the "end-of-service" date, and the exit assessment should be administered between late May and June 1 ("Within 30 school days prior to exiting ECSE services"). **What if a child will turn six years old during the summer?** The child should exit the program at the end of the program year that precedes the summer in which the child turns six. The exit assessment should be completed within the 30-day period prior to the end of the program year (e.g., If the program year ends June 1, the child exits the program on June 1 and the exit assessment should be administered within 30 school days prior to exiting). **Are there any instances in which you would not collect exit data?** Yes. If a child has not received six months of service prior to exiting the program, an exit assessment would not be administered. This can occur if a child enters a program/service less than six months before his/her sixth birthday, or less than six months before transitioning into kindergarten.
REPORTING DATA	**What do I use to submit entry and exit data to my ISD/LEA?** Use the *Michigan OSEP Child Summary Data Collection Form for 3-5 Year Olds*, commonly referred to as the "bubble sheet." **How do I obtain the *Michigan OSEP Child Summary Data Collection Form for 3-5 Year Olds?*** This form is obtained from your ISD/LEA Special Education office.

REPORING DATA (cont.)	**When is the data submitted?**
	Each ISD/LEA must review the completed forms submitted by its staff prior to sending the forms to the High/Scope Educational Research Foundation. To allow time for this review, each ISD/LEA sets the dates that ECSE staff must submit the bubble sheets to allow the deadlines to be met. Every ISD/LEA must submit the bubble sheets to High/Scope by the following dates:
	    1. November 1
	    2. June 30

The *MI OSEP Child Summary Data Collection Form for 3-5 Year Olds* or "BUBBLE SHEET"	**What is the SRSD Code or UIC number?** SRSD stands for "Single Record Student Database." Within the SRSD system, students are assigned a Unique Identifier Code or UIC. This number is required to submit data. **Should children receiving related services be assigned a Unique Identification Code (UIC or UIC Number), and whose responsibility is it to ensure that these children receive a UIC number?** It is important that children receiving related services be assigned a Unique Identification Code (UIC number). UIC numbers are generated by the "UIC Resolver," who is a specified staff person in each school district. It is the responsibility of staff who enter IEP data into MICIS to bring to the attention of the UIC Resolver any child receiving related services. **Where can I obtain a child's UIC number?** It can be obtained from the UIC Resolver for your district. The name of the UIC Resolver for each district can be found at: **https://cepi.state.mi.us/SRSD/CEPI_Reports/SRSDResolver.asp** **Do I need to keep a copy of the completed data collection form for each child?** It is *strongly recommended* that you put a photocopy of *both sides* of the completed *Michigan OSEP Child Summary Data Collection Form for 3-5 Year Olds* in each child's CA-60 file for three reasons. First, the form may be needed to answer questions that may arise about an assessment after the form has been sent to High/Scope. Second, when an exit assessment is administered, it is necessary to compare data collected in the entry assessment with data collected in the exit assessment in order to complete the exit assessment (See the *Michigan OSEP Child Summary Data Collection Form for 3-5 Year Olds*, Side 2, questions 1-3b). Third, if it is not clear from a child's file that an entry assessment has been administered, an ECSE service provider may wrongly decide not to administer an exit assessment.

The *MI OSEP Child Summary Data Collection Form for 3-5 Year Olds* (cont.)	**When assigning a district for a student who is not attending the district in which he/she lives, but rather a schools-of-choice district, which district code should we enter?** The district in which the child receives service. **Will any reports be generated from the SPP #7 data?** Yes. A report similar to a data portrait will be made. Disproportionality will not be reported. Data will be reported at the ISD/LEA level. **I am a speech pathologist providing service to a student whose only service is speech. I know I use the *Battelle Screener* but what do I mark for "assessment tool" on the "bubble sheet?"** Mark "Other" and write in "Battelle Screener." **What resources are available to help ECSE staff fill out the *MI OSEP Child Summary Data Collection Form for 3-5 Year Olds* (bubble sheet)?** All ECSE staff filling out this form should have received training from the Office of Early Childhood Education and Family Services and High/Scope. The Michigan Department of Education and High/Scope PowerPoint slides presented during this training are available online at: http://www.michigan.gov/ecse. **Visual instructions** for filling out the bubble sheet may also be found at: http://www.michigan.gov/documents/mde/Bubble_Sheet_Instructions_VISUAL-2008.05.22_235439_7.pdf. **What are the most common errors made when filling out the entry and exit assessment form ("bubble sheet")?** • Failing to mark "Gender." • Not providing the Single Record Student Database (SRSD) Unique Identification Code (number), making the number up, or providing the incorrect number. • Answering question 1b, 2b or 3b on an ENTRY assessment (These are only answered on an exit assessment). • Failing to answer question 1b, 2b or 3b on an EXIT assessment. • Using ink instead of a #2 pencil. • Folding or stapling the form.